

INDIANS

By Terry Tunghuhn

GRADE LEVEL: Elementary

Prepared in partial fulfillment of requirements for
"INDIANA AND THE NEW NATION, 1776-1876"
a project of the Historic Southern Indiana Project
of the University of Southern Indiana
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Evansville, Indiana 47712
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FUNDED BY THE NATIONAL ENDOWMENT FOR THE HUMANITIES

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QUADRANT ONE

INTEGRATING EXPERIENCE WITH THE SELF

The Imaginative Learner's most comfortable place
CONCERN WITH PERSONAL MEANING —
CREATE A REASON

Answer the question "WHY?"

Teacher's Role — Motivator

Method — Simulation to encourage brainstorming for imagination, innovation, and empathy

1. Right Mode

Create An Experience

Teacher More Active

Objective:

To let children share with cooperative group how they were named.

Activity:

Place class into groups of two or three. Have them discuss and share in their groups how they were named. Who named them? When were they named?

Evaluation:

Keep proximity with the groups as they

discuss to see if they are on task.

2. Left Mode

Analyze The Experience

Teacher More Active

Objective:

To give each group a chance to share answers. To discuss the likenesses and differences of answers.

Activity:

Ask the recorder from each group to share with the class the ways the children in his/her group were named, when they were named, and who named them. List different responses to the questions on the chalkboard. Ask if there is anyone who does not know how he/she was named.

Evaluation:

A response given by each cooperative group.



QUADRANT TWO

CONCEPT FORMULATION

The Analytic Learner's most comfortable place
CONCERN FOR THE FACTS AS EXPERTS
THEM — TEACH IT TO THEM

Answer the question "WHAT?"

Teacher's Role — Information Giver

Method — Informational

3. Right Mode

Integrate Reflections Into Concepts

Teacher More Active

Objective:

To provide an opportunity for each child to interact with his family.

To further pursue the origin of child's name.

Activity:

After discussing and sharing the results of cooperative groups (in quadrant 1, left mode), ask students to ask parents at home: Who gave you your name?

Are you named after a relative, a friend, or someone on T.V.? Did your parents have a name for you before you were born? Did they wait until after you were born to name you?

The next day, give each child a chance to share what he learned about his name. Compare these with what had been said in the previous lesson.

Evaluation:

Student's participation by answering the questions sent home.

4. Left Mode

Develop Theories And Concepts

Teacher More Active

Objective:

To introduce the different daily activities of Indian children-- names, homes, foods, and games.

Activity:

Read the following selections and discuss them as a class. The books will not all be read on the same day. The activities listed in section 5 will also be interspersed after each book is read.

Tribes of North America, The First

Americans by Jane Werner Watson
The True Book of Indians by Teri Martini

Indian Names, Facts, and Games by Florence M. Poast, pages 38,39 (naming children), pages 27,28 (homes)

The Boys' Book of Indian Skills by Allan Macfarlan, pages 122-139 (games)

Indians, the First Americans by Patricia Miles Martin, pages 5-12 (general information on Woodland Indians).

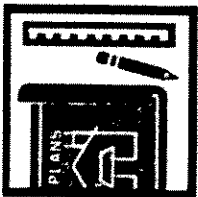
Two reference books on Indian games...these books should not be read to the class, but rather used as references to learn more about specific Indian games.

Indian Games and Crafts by Robert Hofsinde

The Games the Indians Played by Sigmond A. Lavine

Evaluation:

Participation in discussions



QUADRANT THREE

PRACTICE AND PERSONALIZATION

The Common Sense Learner's most comfortable place

CONCERN FOR HANDS-ON EXPERIENCE — LET THEM TRY IT

Answer the question "HOW DOES THIS WORK?"
Teacher's Role — Coach/Facilitator
Method — Facilitation

5. Left Mode

Working On Defined Concepts (Reinforcement and Manipulation)

Objective:

To introduce more detailed facts on Indian names, homes, food, and games.
To continue relating Indian ways to children's ways today.

Activities:

Use page 38 of Indians, An Activity Book. This will review the ways in which Indian boys and girls were named. This information will be needed for a later activity.

Use pages 3 and 4 from American Indian

Activity Book. Read the Historical Aid on picture writing. Go over the symbols and discuss how the Indian could arrive at certain pictures for objects. Let the students practice picture writing by writing short sentences.

Use pages 20 and 21 of American Indian Activity Book. These two worksheets involve information and pictures of the tepee and the longhouse. Discuss the use of picture writing on the tepee.

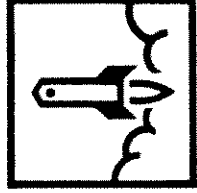
Use pages 27, 28, and 29 of American Indian Activity Book. These worksheets include historical aids on the foods the Indians prepared and some recipes that would be practical to try in the classroom.

Use pages 1, 2, 3, and 4 of Native Americans, Village Life-Daily Activities- Arts and Crafts. These pages will review and reinforce the facts on housing, foods, and daily life of the Woodland Indians. These would be done as a class or in cooperative groups.

Use pages 34 and 35 of American Indian Activity Book. Read the historical aid and discuss the Indian games described.

Evaluation:

Quality of completed worksheets.



6. Right Mode

"Messing Around"
(Adding Something of Themselves)

Students More Active

Objective:

To have each child rename himself using the criteria Indian families used to name a child.

To encourage students to use their imagination.

Activity:

Review with the class the way Indian children were named. Explain that each child will think of a new name for himself based on an event that has happened in his life, a favorite hobby, or an activity in which he excels.

If a child is unable to create a name on his own after a period of working time, have the class suggest some ideas. Then allow the child to choose one of the suggestions or create one of his own after hearing the suggestions.

Evaluation:

Each child has a new Indian name.

QUADRANT FOUR

INTEGRATING APPLICATION
AND EXPERIENCE

The Dynamic Learner's most comfortable place
CONCERN FOR ACTION, DOING — LET THEM
TEACH IT TO THEMSELVES AND SHARE
WHAT THEY LEARN WITH OTHERS

Answer the questions "WHAT CAN THIS BE-
COME?" "WHAT CAN I MAKE OF THIS?"
Teacher's Role — Evaluator/Remediator
Method — Self-Discovery

7. Left Mode

Analyzing Their Own Application Of The Concepts For Usefulness, Originality, And As A Stepping Stone For Future Learning

Students More Active

Objective:

To expand the understand of Indian foods, games, and homes by working in groups to plan a project.

Activity:

Divide the class into six groups.

Two of the groups will plan how to

make tepees and plan the picture writing to be used on the outside.

Two groups will review the Indian games studied. Each group will decide on a game to teach to the whole class.

Two groups will review the Indian foods and recipes that were studied. Each group will decide on a food that they would like to prepare for the entire class.

Evaluation:

Walk around while the groups are planning. Have each group report to me orally what it plans to do and how. The group should also know what materials are needed for the project.

8. Right Mode

Doing It Themselves And Sharing What They Do With Others.

(Integrating Application and Experience)

Students More Active

Objective:

To complete the projects planned and share with the class.

Activity:

Provide the materials needed by each group for its project. Assist the groups in completing the projects;

two tepees with picture writing, two food products, and two games.

Evaluation:

The tepee groups will display the tepees and explain the picture writing.

The food groups will serve the food they prepared and tell the main ingredients.

The game groups will teach the two games to the class and the class will play the games.

FOOTNOTES:

1. Watson, Jane Werner, Tribes of North America, The First Americans, Pantheon Books, New York, 1980.

2. Martini, Teri, The True Book of Indians, Childrens Press, Chicago, 1970.

3. Poast, Florence M., Indian Names, Facts, and Games, James William Bryan Press, Washington, D. C., 1916, pp. 38-39, 27-28.

4. Macfarlan, Allan, The Boys' Book of Indian Skills, Galahad Books, New York City, 1969, pp. 122-139.

5. Martin, Patricia Miles, Indians, The First Americans, Parents' Magazine Press, New York, 1970, pp. 5-12.

6. Hofsinde, Robert, Indian Games and Crafts, William Morrow and Company, New York, 1957.

7. Lavine, Sigmund A., The Games the Indians Played, Dodd, Mead & Company, New York, 1974.

8. Artman, John, Indians, An Activity Book Good Apple, Carthage, Illinois, p. 38.

9. American Indian Activity Book, Edupress, Dana Point, CA., pp. 3-4, pp. 20-21, pp. 27-29, pp. 34-35.

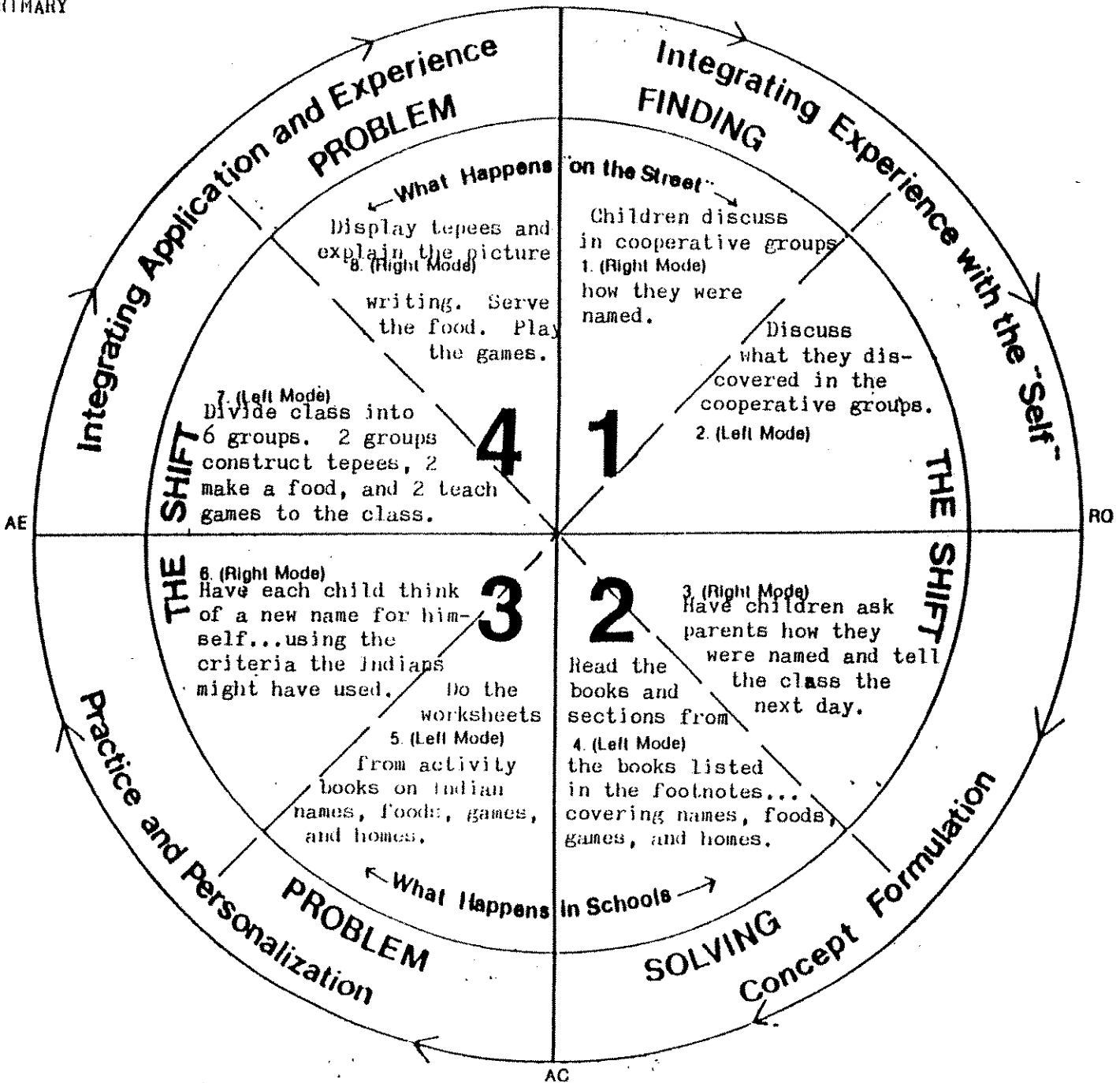
10. Broekel, Dr. Ray, Native Americans, Village Life-Daily Activities- Arts & Crafts, Hayes School Publishing, Co., Inc., Wilkinsburg, Pennsylvania, pp. 1-4.



4MAT Lesson Plan: Short Form

SOCIAL STUDIES:
 INDIANS
 TERRY LUNGHUHN
 PRIMARY

Place to Begin
 CE



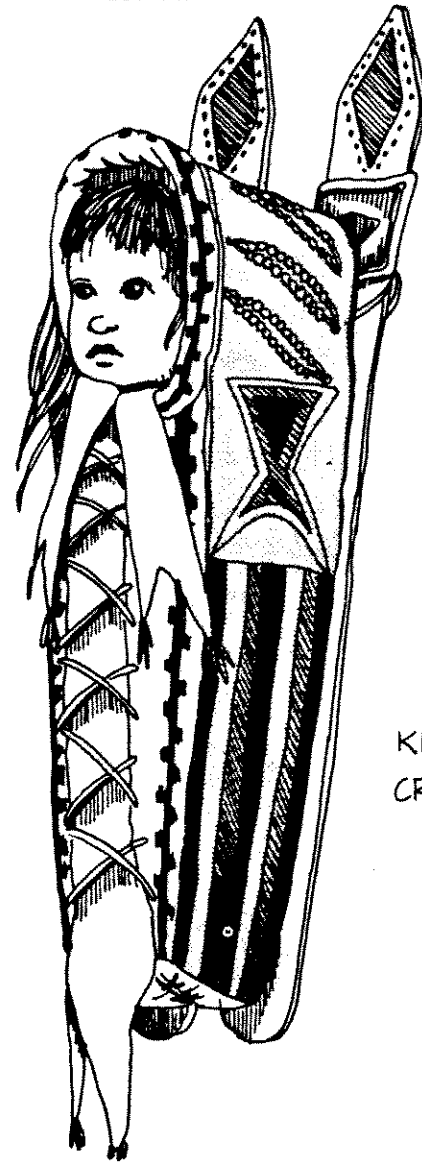
HOW AN INDIAN WAS NAMED

Indian children, like any other children, were named soon after they were born. Sometimes the tribe's medicine man named them or a relative did. The entire village took part in the celebration of the naming.

The children were named after animals, plants, trees or some natural occurrence that happened sometime during their birth.

A girl kept her name throughout her life but a man might change his through a dream vision he had or by performing a great deed in battle or by fighting an animal like a bear or a wolf. If a man had a birth defect, he might also be named for that particular defect.

The man's name was recorded as a pictograph. Following are some examples:

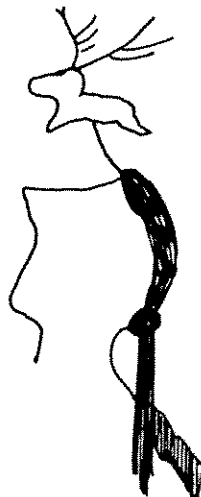


KIOWA
CRADLE BOARD

CRAZY HORSE



FAST ELK



STANDING BEAR



LONGHOUSE

HISTORICAL AID:

The "longhouse" was the dwelling of the Northeastern Iroquois Indians. It was a rectangular structure built on a pole framework and covered with cedar planking or overlapped bark. The roofs were either domed or peaked. The longhouse was usually around 60' long x 18' high. It had one hallway down its center with rooms off each side where individual families lived. Supplies were kept in storage areas at the ends of the buildings. Families shared fireplaces.

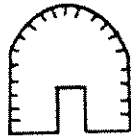
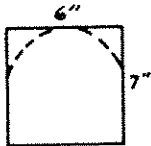
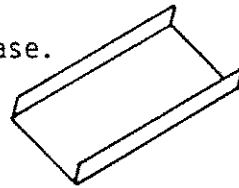


MATERIALS:

- 1 - 12" x 14" brown construction paper
- 1 - 7" x 12" brown construction paper
- 2 - 6" x 7" brown construction paper
- 8 - 2" x 12" strips brown crepe paper
- Scissors
- Glue

DIRECTIONS:

- Fold edges of 7" x 12" paper up (about 1/2") to make base.
- Put glue on outside edges of upward fold.
- Bend 12" x 14" paper and glue to base.

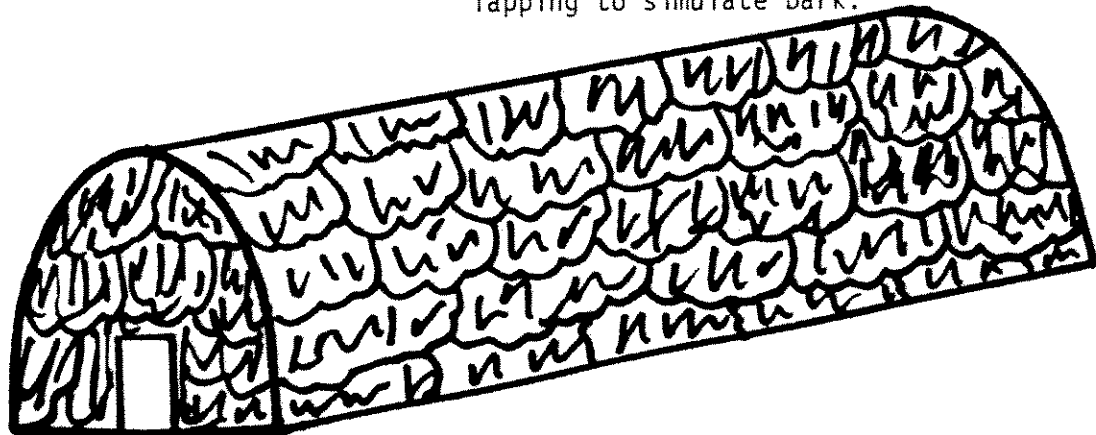


Cut 6" x 7" paper as shown at left by dotted lines.

Cut door openings.

Clip curved edges about 1/2", fold back, and glue to inside of house - clipping more as needed.

Cover curved top with crepe paper overlapping to simulate bark.



TIPPI

HISTORICAL AID:

The "tipi" was a portable home used by nomadic tribes of the Plains such as the Comanche and Sioux. Tipis were cone shaped, built around a structure of poles placed in a tripod fashion then covered with animal skins. Tipis were ordinarily 10' x 12' high and some were painted with symbols depicting great tribal events. The fireplace was in the center with a hole in the top of the tipi for smoke to escape.



MATERIALS:

Large margarine tub lid (6" diameter)
7" x 16" rectangle paper bag or tan butcher paper
Water
Scotch tape
6 popsicle sticks
6" string or thin yarn
Scissors

DIRECTIONS:

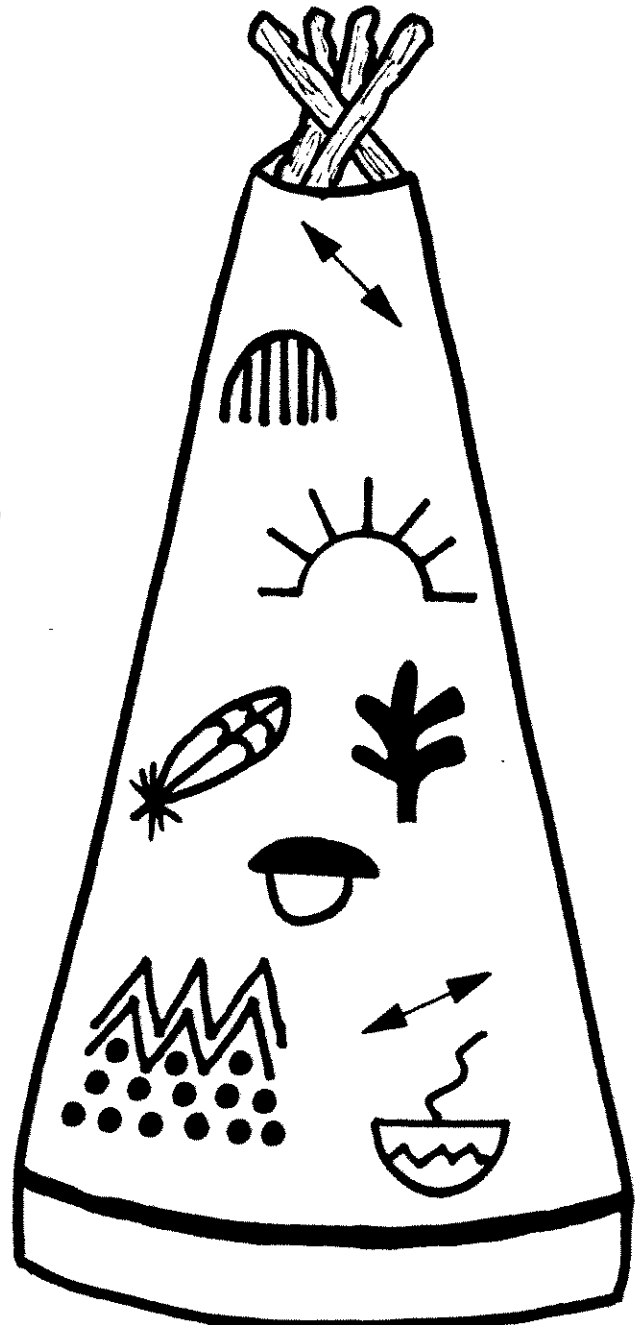
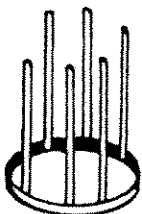
Place lid with lip up. Taping the lid to desk to secure will help with the next step.

Place sticks vertically against lip at 3" intervals. Tape temporarily to hold. Lean sticks to center until they meet. Use string to lash sticks together leaving about 1/2" of stick extending.

Draw crayon designs on bag.

Wet bag completely and crumple. Open.

While bag is still wet, mold around stick "framework", leaving space between 2 of the sticks as a doorway. Wrap paper under the lid.



RECIPES

HISTORICAL AID:

Cooking was simple. Roots, berries, and nuts made up a large part of the Indian diet which, of course, depended upon the tribe's region. Fruits, and meat from hunting were often dried in the sun to preserve for the cold winters of the East or the transient life of the Plains. Maple syrup was used frequently as a seasoning. Many plants and leaves were discovered to be edible. Cooking by roasting or boiling was done in watertight baskets or clay pots. Baking was done in adobe ovens or on flat stones laid over a fire.

WILD RICE CASSEROLE

Among the tribes of the Great Lakes Region, the most important food was wild rice, the seed of a shallow water grass, harvested just before the grain was ripe. After gathering the rice, it was dried in the sun and the kernels were danced upon to loosen the hull.

24 small servings

1 14 oz. package wild rice
1 cup blueberries
3 tbsp. maple syrup



Prepare rice according to package directions. Stir in blueberries and syrup.

PUDDING

30 small servings

5 - 16 oz. cans pumpkin or the pulp from a pumpkin, mashed and steamed.
5 apples, cored and cut in chunks
5 tbsp. maple syrup

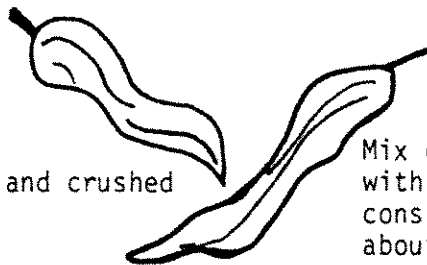


Steam apples until soft. Mix with pumpkin. Add maple syrup. Heat in saucepan or warm in oven.

CORN MUSH

30 small servings

7 cups corn meal
2 red chili peppers dried and crushed
Water
Cornhusks



Mix corn meal, and chili peppers with enough water to make a consistency of paste. Wrap about 1/4 cup in each corn-husk. Heat until warm.

HISTORICAL AID:

Corn was a main food source in North American Indian cookery. Its uses varied from being eaten straight off the cob to boiling it to make a kind of corn coffee. (A bean mixture made by boiling beans with a lump of fat and adding green corn became a favorite dish of the English settlers.) Corn meal was made by pounding the kernels until they were a fine flour. The meal was made into corn cakes and cooked on a flat stone or wrapped in a corn husk and baked in ashes. Hominy, a basic Indian staple, was made by boiling corn with wood ashes, which loosened the hulls.

HOMINY

Soak 1 quart of shelled dried corn for 12 hours in 2 tbsp. baking soda. Bring the mixture to a boil and simmer for 3 hours or until the hulls loosen. Drain and rub corn until the hulls are taken off. Repeat the process.

HOMINY CAKES

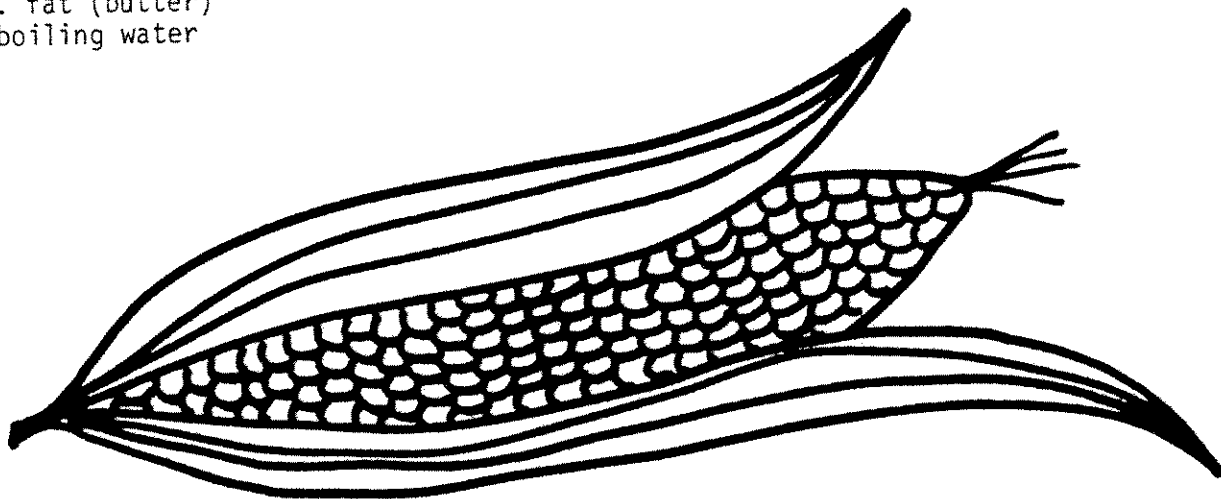
2 cups hominy
2 tbsp. flour
1 egg

Mix ingredients and form into flat cakes. Fry in fat until browned.

JOURNEY CAKE (A flat cornbread taken travelling by Northeastern Indians.)

1 cup corn meal
1 tsp. salt
1 1/2 tsp. sugar
2 tbsp. fat (butter)
1 cup boiling water
1 egg

Add water to dry ingredients and mix. Add egg and beat. Make into small cakes and bake at 400° for 20 minutes.



POTLATCH

HISTORICAL AID:

A Potlatch was a Northwest Indian celebration held in honor of many things, the passing of a great chief, the birth of a son, the raising of a totem pole, the merging of two villages. Its name was derived from a Chinook word meaning "giving". The host chief traditionally gave elaborate gifts and presided over rituals. Hundreds of guests were invited with social rank determining the seating of family members. A special Potlatch building was erected within the village for these special occasions. The clothing worn was elaborate, the food abundant. Enjoy some of the foods that might have been offered at a Potlatch.

Popcorn
Sunflower Seeds
Chestnuts
Acorns
Hazelnuts
Hickory Nuts
Pinon Nut
Turkey
Smoked Fish
Venison
Rabbit

Pumpkin
Squash
Lima Beans
Kidney Beans
Corn
Mushrooms
Potatoes
Tomatoes
Sweet Potatoes

Raspberries
Strawberries
Blackberries
Blueberries
Maple Sugar Candy
Melons

Hot Cocoa
Herbal Teas

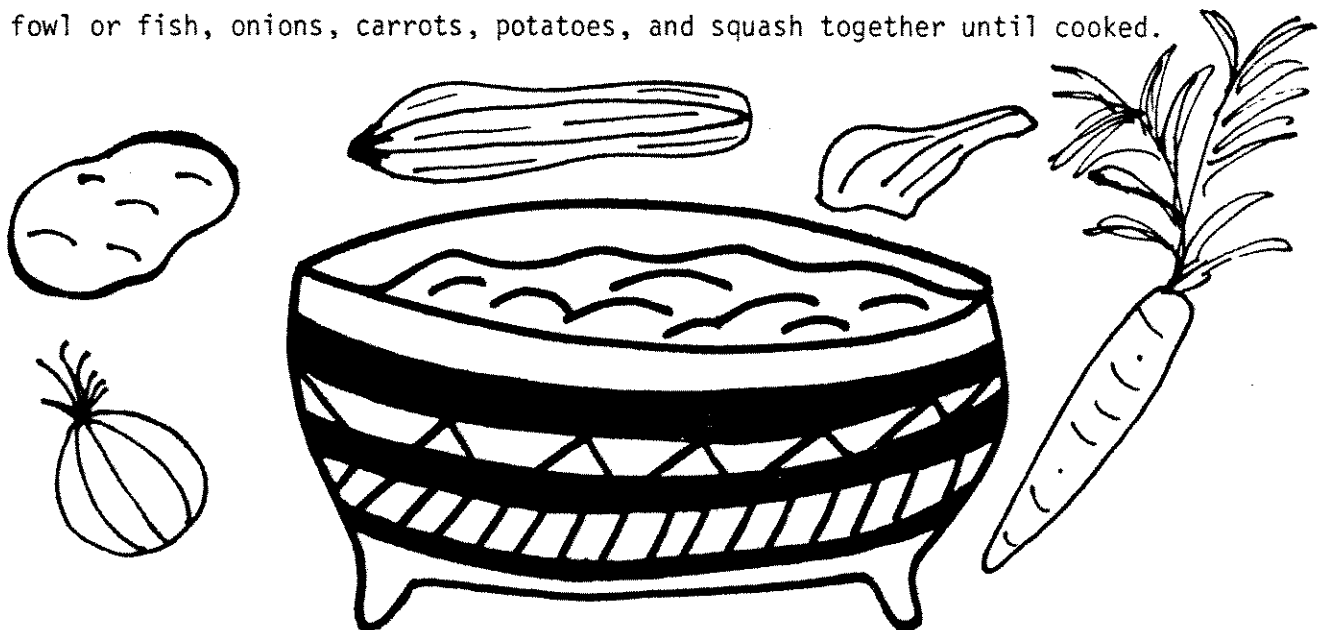


SUCCOTASH *

Cook a mixture of lima or kidney beans and corn with a lump of fat.

STEW *

Boil fowl or fish, onions, carrots, potatoes, and squash together until cooked.



GAMES

HISTORICAL AID:

Once again the Indians utilized the natural objects around them in the creation of their many games. Bones, twigs, and rocks cleverly became a child's plaything. Races were often run using sticks and rocks passed from one runner to the next. Some games were for individuals and small groups and some for hundreds of players. Competition was fierce. Village would challenge village to a game of "Bagataway", similar to present day Lacrosse. Many villages had great areas cleared to use as a playing field. A ball was made by stuffing buckskin with buffalo hair. Whatever the game, we can recognize many of their forms in our present day games.

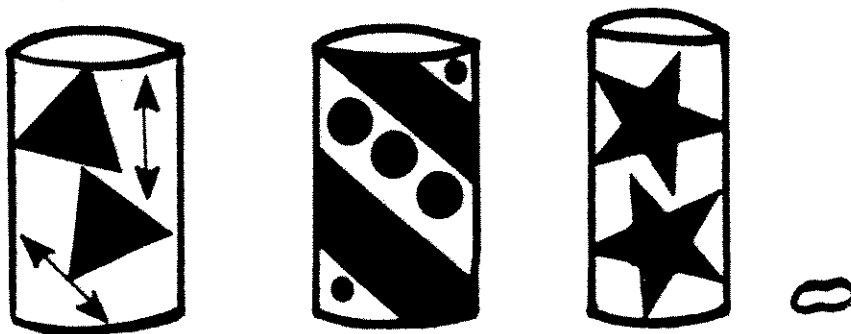


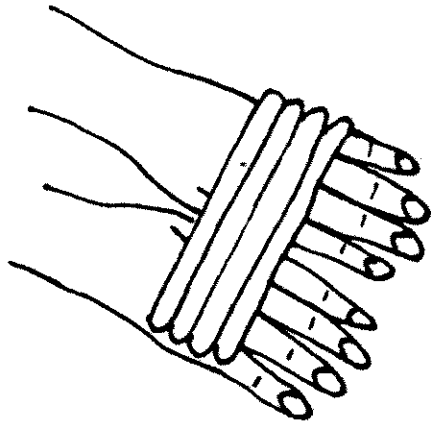
HIDDEN OBJECT

Cut one end off each of three cans the same size.
Wrap with colored paper.
Using crayons, decorate the paper with symbols.

TO PLAY THE GAME:

One player hides bean or seed underneath a can. One point is scored if the other person can guess which can the bean is under.





TOSS UP

4 Popsicle sticks or 3" twigs.

TO PLAY THE GAME:

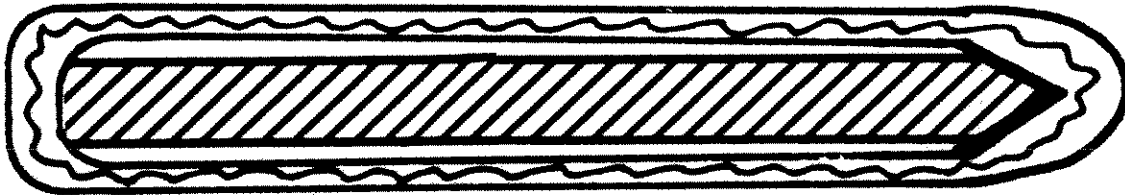
With palms down place sticks on the back of the hand. Toss the sticks into the air, and try to catch them in the palms of hands held together.

STICK GAME

Obtain stirrers from paint stores. Paint one side with designs.

TO PLAY THE GAME:

The stick is tossed into the air. One point is scored for each person or team if the stick lands with the decorated side up.



SPEAR IT

Tie a 24" string to a chicken bone or stick. Cut a 1 1/2" diameter hole in a 3" x 3" piece of cardboard. Tie other end of string through the hole in the cardboard.

TO PLAY THE GAME:

Hold the bone and toss cardboard in air. A point is scored each time the bone is speared through the hole in the cardboard.

